

Contents

Horses & Zebras.....	2
A Community of Peacekeepers.....	3
What Matters.....	4
Teaching Peace in the Classroom.....	5
Developing a Generation of Peacemakers.....	6
To Our Graduates.....	8
In the Words of Our Graduates.....	9
Year in Review.....	10
Head's Advisory Council.....	11
Warm Reflections: Our Own Years in Montessori.....	12
47 Years of Perspective and Insight.....	13
Alumni Spotlight: Daniel Paseltiner.....	14
AlumNotes.....	16
Staff Notes.....	18
Rising College Scholars: Our Spring Interns.....	19
Who We Are.....	20

PERSPECTIVES

I cannot recall a time when Montessori was not present and influential in my life. It has been inherently and powerfully interwoven in my life and experience since I was a small child and a Montessori Primary student. Once grown, I evolved and cycled into the roles of Montessori parent, alum parent, Trustee, Staff member and now, proudly, Head of School.

Last fall, in anticipation of my first year as Head of School, I chose "Perspective" as a theme to introduce with our Staff at our annual Retreat in August and then with our parents at the Cocktail Party in October. The topic resonated with me and seemed just right. It was a year of new perspectives for me and in some ways for everyone at our School. I am very proud of what we have here at The Montessori School, and what we work towards achieving every day.

I began my journey here, in this School, 18 years ago, as a new parent. My son had just started in Primary and I was working in NYC as an attorney. I assure you that I had no idea then that I would be sharing this now, but the foundation for my new role is in these different perspectives.

For years I have had the pleasure of getting to know many parents and I have had countless discussions about Montessori. As I think about perspective, I continually return to the reasons parents articulate their choice of and commitment to The Montessori School for their children and family.

As I explained at the Cocktail Party at the beginning of last year, parents' understanding and perspectives encompass what I think of as the three Ms of Montessori. Some folks are more vested in one, some a combination of two or all three.

 The first M is mapping, as in brain mapping. This is the commitment to the pedagogy itself. What we teach—from how to hold a pencil to reading, writing, math, history, art, music, and science—are the building blocks of an educated person. These subjects are taught at all schools. But *how* we teach is different. It is not geared to volume efficiencies and scale. It is geared to the individual, and it is based on scientific observation and over a century of practice. Concrete to abstract. Montessori materials. Uninterrupted work periods. Multi-age classrooms. It resonates with parents who, through their own education, and often enhanced by our Parent Education series year to year, have studied how human beings learn. It is brain based.

 The second element is heart based. M is for Memories—because it is the heart that holds the deepest memories. It is these elements of Montessori that speak to our humanity. Toddlers setting a lovely lunch table, serving tea in Primary, or Elementary students greeting visitors at the classroom door. The values of Grace and Courtesy. Hard work. Collaboration. Love of learning. Community connection. Kindness. The intimacy of our small School. It speaks to the desires for our children to be known—to learn to thrive in community, but to be understood and reached as individuals—and to be loved.

 The last M is for Metrics, a results-oriented perspective. You know who you are—the people who want data, data, data! Seeking a level of certainty about any particular child's future based on statistics. For the metrics-minded, you value that we observe and track our students individually. We do this because what is important is for each child to be able to grasp all that is within their reach, their potential. You value the statistics of the illustrious Montessori alumni like the Google guys, and of our School's successful alums in their colleges and careers.

Whether what speaks to you most is the brain, the heart, or the numbers, I challenge you to shift your perspective to see the whole of it. Montessori is an inherently process-based system, but it is a process with a goal. A very lofty goal. The goal is for students to not only learn all those building blocks—reading, writing, math, science, and art—but to do so within a framework that is brain-based *and* value-based. The goal is to develop our students intellectually, promote thoughtful citizenship, and provide a foundation for confidence and connection. What takes our students the farthest is not to hand them a map for how to get there—but rather, to teach them to make their own map to get where they want to go.

I am honored to have had myriad roles to offer this perspective. Thanks to all for the rich and diverse perspectives that permeate our halls and classrooms. Our School has a robust history and we are blessed to have strength, passion and longevity. Read on, as we reflect on this wonderful year past and get a glimpse into our future.

—Lisa B.A. Potter, Head of School

Horses & Zebras

I am of the opinion that my life belongs to the whole community, and as long as I live it is my privilege to do for it whatever I can...

—George Bernard Shaw, 1903

Early on in nursing school, we learned about horses and zebras.

Horses are the run-of-the-mill conditions that you can expect are going to arise given a certain set of conditions. Zebras are rarer and represent conditions that are outliers but must always be part of your differential diagnosis. The trick is not to be so obsessed with finding the zebra that you miss the horse along the way.

Montessori schools are often accused of being pie-in-the-sky. *How will children do when they get out in the **real** world, people wonder.* The real world.

These days, I spend time caring for children including those in marginalized populations: refugees who've fled unspeakable violence, immigrants unsure of deportation, children who live in generations-old cycles of poverty. To these clinical encounters, I bring my years of Montessori values:

- Respect for the child.
- Individual endeavor in the context of benefit to the greater whole.
- Advocacy and leadership.
- Intellectual curiosity.
- Compassion in the face of differences.

Dr. Montessori never really saw her life's endeavor as formulating a method of education, but rather as a social movement designed to improve the lives of children.

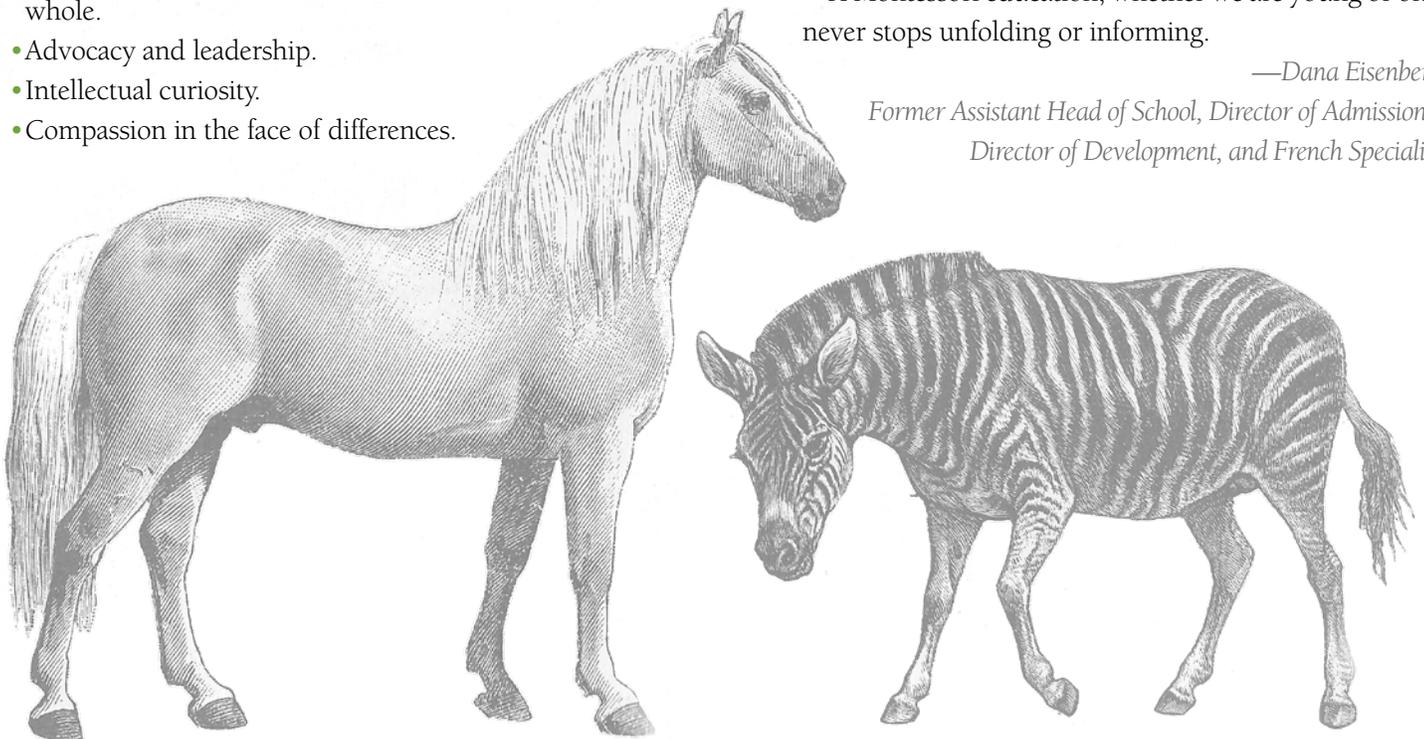
The values we hold as an authentic Montessori school take root in our children from the youngest age and absolutely affect the way they see the world and their place in it. Montessori children grow into Montessori adults and they carry the belief that (even in a world that does not always exhibit these values) these qualities are normal—common. Horses. The truth is, in my experience (which now includes what some call the real world) these ways of approaching life are more prevalent than the skeptics would admit. But they have to be in your sphere of experience in order to recognize them.

I know my years at The Montessori School had a profound effect on my choice for what would come next in my life. What I couldn't have imagined is the degree to which their lessons emboldened me to find, encourage, and fight for those things for others.

A Montessori education, whether we are young or old, never stops unfolding or informing.

—Dana Eisenberg

Former Assistant Head of School, Director of Admissions, Director of Development, and French Specialist





Maria Montessori was nominated three times for the Nobel Peace prize. Her commitment to Peace Education was central to her work. Dr. Montessori once said, "Joy, feeling one's own value, being appreciated and loved by others, feeling useful and capable of production are all factors of enormous value for the human soul."

At The Montessori School, we support a peaceful community through our focus on meaningful relationships, a deep connection to purposeful activity, academic mastery, and inner fulfillment. Our community holds a shared vision built on intention—one that values the exchange of ideas, individual growth, hard work and generosity of spirit. Our community embraces the term Peacekeeper as a positive way to join together and identify with many of our core values. A Peacekeeper is someone who is kind, loving, caring and helpful. A simple concept with a powerful message.

As part of our School's peace initiative, we formed a Peacekeeper Committee comprised of a rotating group of students (ranging from 5 –12 years old). Students gather together to discuss ways to help each other and be mindful Peacekeepers. The Peacekeeper Committee initiated and put in place Peace Tables in each classroom, Peace Benches around the School, and Peace Projects that extend beyond our School community. Over time the Committee has evolved beautifully, collaboratively and organically with each group building and expanding on ideas and projects.



As part of our broader efforts, The Montessori School formed a partnership with the global non-profit, Save the Children, and each classroom sponsored a different child through Save the Children's Child Sponsorship Program. Our students formed connections in Bangladesh, Nepal, Vietnam, Niger, Ethiopia, and Bolivia, and exchanged letters, stories and artwork with the sponsored child. This mission alliance allowed us to deepen our commitment to serving our children and children around the world.

The winter Community Art Event brought families together to create Peace Flags to send to the sponsorship communities and one to remain with our School. The Peacekeeper Committee worked together to design the Peace Flag and carry the visual symbol of Peace along with individual and personal letters to the children across the different countries.



To complete the year, the Committee offered gratitude to Save the Children for their partnership and appreciation for the important work they do around the world. The Committee delivered gifts prepared by the classes to the Fairfield, CT, offices of Save the Children and presented them along with a performance of several songs of Peace.

At The Montessori School, we are deeply committed to Maria Montessori's vision of Education for Peace, as we actively continue our Peacekeeper efforts going forward.

—Ashley Grob
Admissions Director
Toddler/Primary
Program Leader

A Community of Peacekeepers



What Matters

This unique piece is a visual affirmation of the expressed shared values of our School community.

Teaching Peace in the Classroom



Maria Montessori, borrowing from William Wordsworth, often referenced “the child as the father of the man.” In *Education and Peace*, she says, “Adults must above all be educated to acknowledge this fact so they may change their behavior toward the generations that come after them.” Going on, she encourages us to see that we have the opportunity not only to teach an academic curriculum, but a moral and social one as well. In fact, she urges us to hold this opportunity as an obligation. Considering “culture” as a modern-day synonym for education (or knowledge) she says, “from another point of view, school would seem to be the place where man develops through acquiring culture. But culture is a *means* not an end. Properly understood, this fact makes the work of teachers, professors and parents much easier and completely changes our ideas about education.”

An education at a Montessori school includes a curriculum of our time and place. A child learns to multiply, to grammatically analyze a sentence, and the characteristics of solids, liquids and gases. But following Dr. Montessori’s vision about the importance of children as our society’s future leaders, it is our commitment and promise as teachers to lead classrooms in which the vision of Peace is modeled and taught.

Believing in each child’s ability and desire to live peacefully, each day we strive to model the characteristics of a Peacekeeper: **love, kindness, care and helpfulness**. Teaching these virtues in the classroom is done both informally and through thoughtful, prepared lessons.

Every morning our students are welcomed with a firm handshake, direct eye

contact and a warm, **kind** greeting. Some mornings a child might share news. Perhaps her grandma is visiting, or it’s her birthday. In that case, **loving** attention or an extended greeting feels right. Sometimes the conversation may continue with a **caring** peer. As the children begin to choose and settle into their work, it’s common for somebody to ask for guidance about a prior lesson, in which case a teacher offers **help**.

I have found that when a child resists picking up when his work is finished, or when he insists that a mess is not his, rather than insisting on compliance, the gentle phrase, “I can **help**,” instantly relaxes the child, who is grateful for the help with a task that, for whatever reason, previously seemed overwhelming. Having modeled this for some time, I now see students scurrying to help others when a handful of pencils drop, the money box falls, or somebody trips on the fraction pieces.

These virtues, and others, are formally taught during our class “rings” (or meetings). The children are invited to share their definitions of a particular virtue. Building on their definition, I offer thoughts about its meaning. We love to read stories such as “George and Martha,” or those from William J. Bennett’s *The Book of Virtues*. The children and I share examples of when we have seen the virtue in action, and then we agree to look for examples throughout the day. That afternoon and the next days, we share our observations at subsequent class rings. In setting our intention to find examples of **kindness, care, love or helpfulness**, we teach ourselves and our children to seek and observe behaviors we aspire to emulate. Simply put, it’s “looking on the bright side.” Once we can observe these characteristics, we hope it becomes all the more natural to practice them and make them our habit.

In addition to informal and formal

teaching of Peacekeeping, our students also learn peaceful resolutions to conflicts. Our Peace Table is a gentle, collaborative means of teaching the ability to discuss concerns and reach calm conclusions.

When I observe two or more students who need guidance I invite them to join me for a conversation in a quiet space. We gather the Peace Table, the peace booklet and our peace camel. Once comfortably seated, and holding the small wooden camel, I begin by reading from the booklet. I explain that we will listen to each person speak, without interrupting, as each child explains his or her perspective about what happened. From there, each child agrees they heard the other speak and offers what they could have done differently. Then they share what they could do differently in the future. There is no awkward, forced apology, and in my experience, the children are so relieved to be heard that spontaneous hugs are often shared.

Our process does not try to prove “right” or “wrong;” it does not dispute perspective or even dig for facts. Instead it respects each person’s truth and what each can do differently next time. It is kind, respectful, and sincere. Over the course of a year, I give lessons to the older students, training them to become Peace Table Mediators, empowering them to mediate, and preparing them to become leaders of the future.

Considering culture as a means to an end, we guide our children along their path, modeling and teaching the characteristics we hope and believe will point them toward a successful, happy life. At The Montessori School, we have defined those characteristics as **love, kindness, helpfulness and care**, which we intentionally teach both informally and formally alongside our academic curriculum.

—Carla Samardzija

Lower Elementary Lead Teacher

Developing a Generation of Peacemakers

A GRANDPARENTS' DAY PRESENTATION



.....

Where else do students handle educational materials that are made not just for functional purposes, but also for their beauty?

Grandparents' Day is a special day in my life. It's a festive occasion, full of joy at seeing first hand our grandchildren thrive, witnessing their enthusiasm for learning. In my case, there's an added joy, that of being here with my daughter-in-law, Ashley, the School's Admissions Director and Toddler/Primary Program Leader. I am twice blessed.

Before talking about what I've observed about this wonderful School, I want to share something of my earlier life. As a young adult and young parent, I became passionate about a certain kind of alternative education—*free* schools, as we called them in the late 1960s and early 1970s. And, here comes a confession: Although I had a passing familiarity with Montessori education, I was not really ready to listen to the merits of *any* philosophy of education other than the one I had latched onto—a cardinal sin for a philosophy professor who regularly talks with his students about the necessity of keeping an open mind. The years passed, and Ashley came into the family—and along with her, Montessori education.

Now years earlier, I had decided it was time to try my hand at teaching a course on the Philosophy of Education to graduate students at my university; I had not included Montessori philosophy in my curriculum. But from what Ashley shared with me, I was deeply moved, indeed excited. How could I not be excited to learn a philosophy whose founder declared, "Free the child's potential and you will transform him into the world." I decided to introduce a unit on Montessori into my course, and to invite Ashley and a colleague—Elizabeth Zobel, currently Elementary Program Leader, to come as guest instructors for this unit. As expected, they taught a wonderful class. My students were enthralled with what they learned, and I, belatedly, learned to broaden my own knowledge of educational philosophy.

Yet, having said all this, I have to admit it was not until I saw my grandchildren—Ella, followed a few years later by Noah—as students at The Montessori School—it was not until I saw both of them, first hand, flourishing in this School—that I really "got it." I saw the joy they took in learning, the mutual warmth and respect shown between them and their teachers, their curiosity, a seemingly boundless zest for learning. I saw the way teachers had fostered in them an appreciation for beauty—such an important Montessori value I came to understand. Where else do students handle educational materials that are made not just for functional purposes, but also for their beauty? I saw aesthetically fashioned—often handmade—blocks and other teaching tools; I saw flowers and candles on an eating table, plants around the classroom; these were just *some* of what created an environment of loveliness that, it seems, comes to be accepted as second nature to Montessori students.

Most of all, during my visits to The Montessori School, I could not miss the clear sense that my grandchildren felt good about themselves. Ella and Noah are exuberant, loving, happy young people. It's a wonder to watch them grow, and The Montessori School has played no small



.....

Maria Montessori tells us, and I quote again, “Establishing lasting peace is the work of education.” I’ve learned that at The Montessori School—especially during the present year—educating for peace has become one of the School’s key initiatives.

part in their development, becoming the peaceful, centered young people they are. This School has helped make these two individuals—and, I’m sure, your grandchildren, too—embrace and value the process of learning. And that learning takes place not just on the cognitive level, but on emotional and spiritual levels as well. I recall watching through a one-way window two-year-old Ella in the Toddler Program tenderly helping a younger student put his mat away; I recall young Noah receiving help from an older student in placing fork and spoon in their proper places. How wonderful to watch older children helping younger ones in ways that appear to come naturally to all involved. I recall both Ella and Noah, in the Primary Program, moving independently and confidently from one learning area to another—clearly experiencing exuberance and, at the same time, manifesting a sense of quiet, peaceful satisfaction *with one task accomplished, another awaiting*. I recall Noah, on Grandparents’ Day, showing us *with delight* his math exercises—not always a delight to children—and Ella talking with me about her project on poverty within a global perspective. And I saw compassion. I’ve seen the way my grandchildren have embraced music at The Montessori School, so well-integrated into the curriculum, beginning with the early years. On Grandparents’ Day I saw how my grandchildren relished pairing with their classmates who were without a grandparent on that day. I value how at the beginning and end of each day teachers greet my grandchildren *individually* and say goodbye to them *individually*, each seen as the person he or she is; I could not miss observing the affection, the deep warmth coming toward students from their teachers.

And I could not miss a sense of order in my grandchildren’s classrooms. I am not talking about order in a rigid sense, as if imposed upon children somewhere from above. Rather, Ella’s and Noah’s teachers prepared an ordered classroom and created an ethos of harmony that just seemed *natural*. As Maria Montessori says, and I quote, “‘Order’ is like the land upon which animals walk or the water in which fish swim.” *That’s* the kind of order I witnessed in observing my grandchildren in their classrooms. “Order” of this kind, I learned, does not mean that children are discouraged from exhibiting spontaneity. Thankfully, my grandchildren often act with abandon. I came to understand that at The Montessori School a culture is created in which expression of *many* kinds is fostered as part of the full human range of emotive behavior.

Maria Montessori tells us, and I quote again, “Establishing lasting peace is the work of education.” I’ve learned that at The Montessori School—especially during the present year—*educating for peace* has become one of the School’s key initiatives. In our current polarized political climate—a climate where partisanship seems to rear its head at every turn—creating a curriculum that speaks to fostering compassion, to encouraging cohesiveness, to developing skills for conflict resolution—is most certainly to be celebrated. How important it is to work toward developing a generation of peacemakers—and not *just* through building *curricula* toward this end, but through the creation of an entire culture of peacemaking. We grandparents are privileged to see some of the fruits of this initiative in observing Peace Benches on the School grounds—a project, I was told, that emerged from student input. Our grandchildren are being prepared for a future in which they can play a part—however small—in healing divisiveness.

I still teach a course on the Philosophy of Education that includes a section on Montessori. But much of my competency to teach this unit comes not from traditional academic preparation but from watching my grandchildren thrive in this School. I’ve witnessed it directly. I’ve seen how Ella and Noah’s natural capabilities have been honored, and I’ve seen how they’ve been nurtured to stretch, to move beyond themselves. We grandparents are blessed to have our grandchildren *nurtured daily* in The Montessori School. I believe I speak for all of us when I express gratitude to the caring administrators and teachers of our grandchildren.

—Dr. Leonard Grob, current grandparent,
Professor Emeritus of Philosophy at Fairleigh Dickinson University.

Good afternoon! For those of you who don't know me, I am Nandini. I have had the wonderful opportunity to be Leo, Tyler, and Michael's Teacher this year. Though I've not had the opportunity to know each of them as long as some of you in this room have, I am lucky enough to have had my own share of special experiences with these boys.

This is a very bitter-sweet moment for me as I stand here looking at these three young men ready to let go of our hands and move on to the next phase of their lives. I want to tell you boys that you've worked really hard, you've had many successes and some failures too, and you've had moments of doubt about whether you are ready to leave these familiar faces and surroundings and face the unknown. I want you to know that you are well-prepared to face whatever challenges life throws at you. **Believe in your talents, abilities, and self-worth.** Take the path less travelled and blaze a trail of your own! Yes, you'll make mistakes along the way, but know that you'll also learn from them and grow—that is what life is about. Every day is a new day and you get to start fresh.

Leo, you are a natural leader—and while you often cringe at being told that, please know it is a gift. I hope you become more comfortable with this quality over the years, as you have a lot to offer. I have seen your immensely kind side, as well as your die-hard competitive side (not to mention the goofy side, and the one that can't stop dancing at all inopportune moments). Leo, you have the power to change lives, realize that, and use your charisma wisely. I wish you every success in life.

Michael, I'll speak in your language. I'm a novice at this, so it is going to be #basic. When I first got to know you, I thought you were so serious, but as days went by, I saw a funny, kind, creative boy who summarized those qualities as being

To Our Graduates

Nandini Seetharam,
Upper Elementary Lead Teacher



Leonardo Paragarino



Michael Davenport



Tyler James Beery

#savage. Seeing my bewildered look, you went on to explain to me that it meant "awesome", and that you absolutely are. Michael, I look forward to seeing you backflip your way onto a podium with an Olympic medal around your neck someday soon.

Tyler, you have a quiet demeanor (very deceptive, I must say). Beneath that quiet exterior lies a super-talented, creative writer and artist. You have a quirky sense of humor that comes through in your writing. You have so much to say. Your written pieces are like mini manuscripts waiting to be discovered by a publishing company. My heartfelt wish is that you'll be heard world-wide. I hope you pursue, and can turn your talent for writing into a career someday. When your first book gets published, I'll proudly stand in line to get my copy signed by you.

Speaking of signatures, I do have to say, I've had handwriting woes with all three of these young gentlemen—if stereotypes about handwriting are to be believed, forget about being a sportsman or an author, all three of you will make excellent doctors! While I wish I had known these boys longer, this past year has truly been special. I'll miss you all. I would like to congratulate our three graduates, their loving and supportive families, and all the wonderful and dedicated Teachers who have helped them along the way. This is a special day for all of us as we celebrate their incredible journey. Michael, Tyler, and Leo—I urge you to **take that next step boldly** because you decide the direction. **Remember, the key to all success is self-confidence and self-confidence comes from being prepared.** If you never shy away from working hard, nothing will ever seem impossible! I have great hopes for all three of you and wish you the very best in all your future endeavors.

Congratulations, boys, well done!



In the Words of Our Graduates: Graduation Speech Excerpts

Through the years I've had many teachers who have been important. I'd like to tell you about two who have been especially important to me: Elizabeth and Ashley. Elizabeth is friendly and fun. She helped me a lot with my essays and made it interesting. Ashley was my Primary Teacher many years ago. She was always kind and helpful with all the work that I did back then.

I feel I will take a lot from this school like **confidence in my work, friendships and civitas....** I've had a lot of fun through my years and I am very sad to leave. But before I do, I would like to thank my teachers, staff and my parents for making this happen.

—Leonardo Paragarino

I started here at this School as a toddler. I have learned a lot at the School from my friends and many Teachers....

Montessori has definitely helped make me who I am today. I am kind, helpful, and funny and I think that will get me far in other schools I go to, and in life....

One of the big things I will take with me from the School is **confidence in myself**. When I came into Elementary I always used to question my work, and later find out I was right. In years past I would be very shy, and my friends helped me get over my shyness. They would encourage me when I doubted myself. The Teachers also helped me realize that I could make a mistake and learn from it.

Lastly, I want to thank both my parents for everything. I would especially like to give thanks to my fellow 6th Years, Leo and Tyler, for helping me and supporting me throughout my years in Upper Elementary.

—Michael Davenport

I am thankful for many things at the Montessori School....

I am grateful to this community and all those within it. Here **a student can learn by way of doing**. Every Teacher was different and had a different way of teaching and all of them were very helpful to me.

My favorite subjects are writing and art. This School **prepared my imagination and creativity**. The School shaped who I am today, like a sculptor with some stone, except you never know what the stone will do when you gently hit it.

The Montessori School is made in such a way that friends become very close, I made a bunch of really good friends that I hope to keep in touch with on my journey forward....

—Tyler James Beery

Gentlemen, I have so enjoyed getting to know you this year. I remember seeing all of you, so many years ago, when you were quite small—having no idea that I would have the honor of standing here today when you are ready to launch.

I want to say a word about the importance of transition. *We've talked a bit about it over the last few months.* The one thing we all know in life, is that life never, ever stays the same. The only certainty is change.

What is important, is how we hold transitions in our lives.

The importance of transition—how it can be a bit scary—but that fear is natural, it can lead to excitement—which can lead to pride in embracing something new.

You carry your past with you. It is a foundation upon which you will build who you want to become.

Words to Our Graduates from Lisa B.A. Potter, Head of School

Events, Offerings & Announcements!

2017–2018: A Year in Review

We are proud to continually offer our students, and past and present families, diverse, rich, unique, informative, and fun programming, events and community outreach. Here are just a few...

FALL

Pasta Potluck Our tradition of a delicious family pot luck picnic on the back lawn.

The Cocktail Party The annual parent gathering to kick off the new School year and announce the theme for the year: Education for Peace.

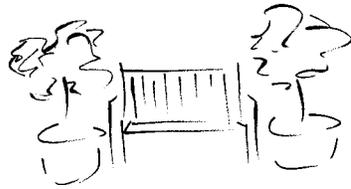
Focus on Family: Family Nature Walk A guided walk on paths and trails across our School's seven beautiful acres.

Harvest Festival Soup, songs and stories for the students in celebration of the fall and harvest season and the outdoors.

Labyrinth Awareness Day An invitation and opportunity for parents, students and Staff to peacefully and mindfully walk our beautiful outdoor Labyrinth.

Alumni Parent Panel An informative and well attended parent Alumni Panel presented to current parents.

Ambler Farm Day In support of our local community, our own School's buses served as shuttles for Ambler Farm Day.



WINTER

Peace Bench Ceremony A special ceremony led by the Peacekeeper Committee to inaugurate the new Peace Bench on the Front Lawn.

Holiday Cookie Decorating Party Families enjoyed decorating and sharing holiday treats together.

Winter Choral Concert A moving musical performance by our Elementary students.

Community Art Project Peace Flags were designed, created and sent to sponsored children and their communities around the world through Save the Children, along with thoughtful personal letters to the children.

Arts in Motion—Turkish Dance Performance Fun and interactive rhythms and movements originating from dances primarily from Egypt and Turkey for our students (and their families) to enjoy!

SPRING

News: New Toddler Class! The exciting announcement of a second Toddler class opening in the fall of 2018!

Focus on Family: Family Music Concert An afternoon of entertainment and dancing featuring the rockin' musical talents of our own Montessori Jam Band!

Upper Elementary Science Fair The Upper Elementary students presented and discussed their research and findings with students, parents and Staff.

Parent Education: Parenting the 21st Century Child: Understanding Modern Paradigms of Parenting Workshops for students, Staff and parents with nationally renowned educational consultant Jen Cort.

Earth Week A week to appreciate and tend our outdoor environment and beautify our campus and spaces beyond with efforts continuing throughout the spring.

Back to the '80s A Totally Awesome Montessori Auction! An adult evening including cocktails, hors d'oeuvres, silent and live auction, and dancing to live entertainment by The Ronald Reagans band.



Peacekeeper Committee "Going-Out"—Save The Children, Fairfield, CT The Peacekeeper Committee visited the U.S. headquarters in Fairfield to offer gifts, gratitude and song.

Grandparents' Day Our time honored tradition of grandparents and students sharing time together at School and in the classroom.

6th Year Graduation A day of ceremony, celebration and commemoration.

Family Kickball and Supper & S'mores Our end of year picnic for our families, alumni and Staff with a community kickball game, food, fun, and s'mores around a well-tended camp fire.

SUMMER

Labyrinth Athletics Multi-Sport Program A wonderful week-long cross-training sports program offering rotations through soccer, basketball, tennis, floor hockey, and other exciting activities run by our Athletic Director, Jason Brasher.

Summer Toddler and Primary Enrichment Programs Teachers continue to provide dynamic and engaging curriculum and activities designed to serve the developmental needs and creative interests of our students at these levels.

Head's Advisory Council



Members of the Head's Advisory Council gathered in May at the home of Tracy Castelli to engage, hear a "State of the School" address from Lisa Potter and toast the launch of this very special beginning.

Andrea's wish for the School is that **"future families might recognize the true, lifetime value of an education gifted to children at The Montessori School."**

Tracy committed to serve on the Council as **"... a way to stay connected, to bring my energy and love to this place in a sustainable way. I am also a huge fan of the depth and diversity of the people who will be joining in that journey."**

A cornerstone of The Montessori School and our culture and philosophy is building, nurturing and maintaining relationships. We foster a genuine sense of community among families, Staff and students. This connection naturally extends to embrace and cherish all those who hold our School and its success and future close to their hearts.

In May, we announced the official launch of the Head's Advisory Council. We are fortunate to have an honored and committed collection of individuals who are steeped in knowledge and wisdom, both of our School and their chosen fields and areas of expertise. This esteemed and respected group serves as valued advisors and ambassadors offering their unique and rich experience, wisdom and perspective for the growth and benefit of our School.

The School maintains and promotes strong ties to Alumni Parents and Adult Alumni, as well as the external community. Members of the Council are chosen from outside the collective of our current parents, Trustees, and Staff, and provide a forum to connect and re-connect the School with valued individuals both within our extended community, including Alumni families and grandparents, and externally, such as leaders in business, education, the arts and technology.

The Council serves as a resource, as asked, to focus on specific initiatives and execute assigned tasks, to offer direction and a fresh perspective, to make recommendations, provide information, support public relations, advocate for the School and act as a liaison, all with the common goal to support and advance The Montessori School and its mission.

We proudly introduce the charter members of the Advisory Council: **Tracy Castelli, Dana Eisenberg, Ruth Hurwitz, Susan Luse, Douglas Lyons, Andrea O'Meara, David Pritchard, Barbara Rosiello and Larry Schwartz.**

Dana shared, **"Our School has a profound influence on the way children grow and develop...It is important to me to invest in a community that is doing this good work and that pays such exquisite attention to a time of life when the foundation is being laid by every experience, each encounter, and all conscious and unconscious thoughts and actions."**

Warm Reflections: Our Own Years in Montessori

In 1966, we visited our local Montessori school in Lexington, MA, looking for a preschool for our daughter Lisa, who would soon be turning 3. Our friends had children there and were so enthusiastic about the school that we were inspired to take a look.

Of all the places we visited we loved the sense of calm and purpose that permeated the room at Lexington Montessori School. Children were busy at their tasks or sitting in a circle with each other, sometimes with a teacher. We saw it as a great environment and a wonderful opportunity for Lisa. Which it turned out to be, for her and in later years for her sister Ruth and brother Dan. There was great respect for work, for play and for each other. The teachers were dedicated to getting to know the children and directing them along the right path for each of them.

When Lisa was 5 we moved to Copenhagen, Denmark, for a year. Ruth and Dan were not yet ready for school, but Lisa of course was. How lucky we were to find a Montessori school located on the train line that her Dad took to work. The school room looked so much like her Lexington school! There was the Pink Tower, the Metal Insets, the polishing work, etc. The teachers spoke English to Lisa, but the students spoke only Danish, and she had the familiar classroom to be busy in and enjoy as she little by little picked up the Danish language from her classmates. Right away she felt at home.

Many years later, when Ruth's daughter Bella was a baby, we often accompanied her and her mom on daily stroller rides



up Grumman Hill to Whipple Road to take a look at “The Montessori School that Bella will attend.” There was never a doubt in Ruth's mind that she would raise her children in a Montessori community. Indeed Bella and later her sister Gaby did attend this School that had such an influence on the way they developed: loving learning, kindness and respect, and becoming the fine world citizens that they are. We could not have asked for more.

That their mom Ruth was on the Staff at the School was just perfect. We're guessing that she played her part in making The Montessori School the fine place that it is. At the same time, being on Staff provided her with a sense of satisfaction that could only come from this special place.

Ah, Grandparents' Day at the Montessori School! It's the place to be if you want to be treated as royalty. A sumptuous breakfast every spring, followed by inspirational tales of life at the School, and then a full concert of the most wondrous young voices. The times in between those yearly gatherings: such happy greetings from Staff and students as we stopped in at the School. And now, with both granddaughters in their college years, this opportunity for us to reflect and bring back warm thoughts that we'll always have when remembering the part Montessori has played in our lives.

—Shirley and Chuck Hurwitz,
grandparents of Isabella (2011) and
Gabrielle Pisano (2013)

Between the two of us, we have 47 continuous years of involvement with The Montessori School. David's son, Charles, began his journey in 1994 and Mary Ellen's son, Alex, in 1995. All seven of our children attended level possible at the time. Their Montessori an indelible mark on who they are today; world who care about what they do and how



through the highest education has placed conscious citizens of the they do it. Montessori is

Education for Life and Education for Peace. It holistically addresses the whole child and the results are remarkable and deeply rooted. ¶ Our Montessori children, and we as Montessori parents, have access to a strong community that promotes a positive value system. Both students and parents are dedicated to life-long learning, sensitive to the needs of others, self-motivated and self-aware. Montessori teaches conscious parenting and allows us to participate in our children's education. For our families this level of involvement continues as we remain committed to our School as Board Members long after our children have graduated. We believe in the impact of the Montessori philosophy and have seen first-hand its positive influence and effect on our children, our families and our School community. ¶ We have each served on many external boards and committees throughout the years, yet our most fulfilling level of service has been as Trustees of this School. We are honored to share our historical perspective and insight, appreciating the importance of institutional memory as it informs our planning for the future. Ours is just one of the many valuable perspectives in our collaborative effort as Board Members working to further the mission of the School. ¶ Transitions and change keep us engaged, forward looking and dynamic. It is the nature of the world after all, and we Montessorians are well-equipped to assimilate, absorb and bear fruit from the change. We learn from



success and missteps. Throughout the years we have seen the Administration's steadfast focus on what is best for the School. Through all the transformation and advancement, they have been guided by our mission which provides structure and freedom to initiate necessary and appropriate modifications. We are confident that our precious School is in good hands and will prosper and grow for many years to come.

Here's to our present and our future,

DAVID GODFREY & MARY ELLEN KRANZLIN
BOARD OF TRUSTEE MEMBERS AND ALUMNI PARENTS
DAVID, FATHER OF CHARLES AND ANDREW ALLISON-GODFREY
AND MARY ELLEN, MOTHER OF ALEX, KATHLEEN, LAUREN, DEBRA AND SARA KRANZLIN

Alumni Spotlight:

Daniel Paseltiner



This summer we caught up with Daniel Paseltiner a 2006 Upper Elementary graduate.

Daniel's mother, Linda, a steadfast Montessori alum mom popped in at 34 Whipple Road this summer while visiting Connecticut from their new home in Pennsylvania. Linda

updated us on all three of the Paseltiner boys Daniel, Matthew, and Issac, all Montessori Alums. After finishing a six-month internship with Hasbro, Matthew has returned to Rochester Institute of Technology to continue studying game design. Issac has started his first year at Conestoga High School and is keeping himself busy playing soccer and ultimate frisbee.

At the time of Linda's visit, Dan had just come off the Pacific Coast Trail (PCT) after hiking the full Appalachian Trail (AT) the previous summer. A few stats on these famous trails: the PCT spans 2,650 miles (4,265 kilometers) from Mexico to Canada through California, Oregon, and Washington. The Appalachian Trail was made famous by Bill Bryson in his book (and subsequent movie), "A Walk in the

Woods." The AT is a 2,180-mile footpath along the Appalachian Mountains from Katahdin in Maine to Springer Mountain in northern Georgia. The trail traverses Maine, New Hampshire, Vermont, Massachusetts, Connecticut, New York, New Jersey, Pennsylvania, Maryland, West Virginia, Virginia, Tennessee, North Carolina, and Georgia.

Dan started his education in Primary at The Montessori School, graduating from Upper Elementary in 2006. After Montessori, Dan attended Stamford public schools and then Bates College, where he majored in physics. He remembers always having a natural love for science and math, which were nurtured and encouraged during his Upper El years with beloved Teachers Kathy Allen and Gerry Leonard. He credits his strong foundation to the School and distinctly remembers that "Gerry jazzed me up about science and math... lots and lots of lessons from Gerry." In particular, he recalls in 8th grade algebra at Stamford Middle School, there was a subject being taught one day that was already familiar to him. Arriving home that day he shared, "I pulled out my old Montessori work and realized I had learned systems of linear equations in 5th grade!" Although a science and math guy, when reflecting on his time at Bates, Dan was brought back to the origins of his interest in theater. He credits The Montessori School for sparking his involvement: "Abby Walker's shows and doing technical theater really stuck with me from Montessori. I grew to love it and kept it up [through college] and ultimately ended up on the over-hire list at the Stage Hand Union



The Muir Hut (built in 1930) is located at the proximate mid-point of the John Muir Trail (JMT) section of the Pacific Crest Trail (PCT).

in Portland working on the Elton John Tour.” During college, he booked other similar theater lighting gigs and enjoyed creating lighting designs for friends in the modern dance department.

As Dan grew, he set two important personal goals for himself. His first goal, dating back to early childhood, was to hike the Appalachian Trail. The second goal was to pursue a PhD in physics. At Bates, he focused his academics on physics as planned, but as he neared graduation he thoughtfully took a purposeful detour on the way to his PhD. He chose to take a gap year between college and graduate school to prepare for the application process and to defer the beginning of his AT journey to March, a good time to start the northbound hike. This was now the plan, and he was in forward motion. During that gap year, Dan worked at the National Institute of Standards and Technology (NIST), a government lab just outside of Washington D.C, and then back at Bates in the neuroscience lab.

At the NIST lab, Dan received valuable experience but also had a type of epiphany: a PhD in physics was laudable and useful, but actually not what he wanted. He desired a deeper connection with people, and a more practical application of his mind, and his life’s work. So, with a physics degree and a love of hiking, he needed to plan for his next steps. Reflecting on his time at Bates, he had completed a Wilderness First Responder Course, and then EMT training. His passion for and interest in both of these areas helped clarify that his new path would be medicine, with a focus on neuroscience.

The physical next step would be the



Southern Terminus of the Pacific Crest National Scenic Trail (PCT) (Elevation 2,915 ft).

AT, a four-month journey hiking from Georgia to Maine. He began on his own and, like many on the trail, met and connected with fellow travelers along the way. He would be part of “loose groups that form and walk together, or sometimes camp together and hike alone...and sometimes I would just be by myself too.” “It felt pretty good to finish the task,” Dan said contemplating his achievement. But he stated, “In a bigger sense, the takeaway is realizing this incredible agency that we all have, that we can do the thing we want to do. At the end of the day, it’s about putting stuff in a bag and starting. The hard part is overcoming the fear holding us back.”

This August, Dan completed three months on the PCT, book-ending the country and his hiking journeys (for

now!). Dan recently returned to Bates to continue work in the neuroscience lab, but this time, with a new goal: to complete the courses for pre-med. With ample math and physics under his belt, he now is focusing on biology and organic chemistry courses and his work in the lab.

Practical, confident and charming, Dan approached his educational journey just like his hiking, with a well-thought-out plan, successfully contemplating and executing course corrections along the way. Just like the lessons from the AT, he has packed his metaphorical bags and with a strong foundation and purpose, embarked on his path, with some adventurous twists and turns along the way. We look forward to hearing more about Dan’s journey in the future!

AlumNOTES

Notes were shared by Alums during the summer of 2018.

Alex Amador (MS 2006) is currently pursuing Veterinary Medicine, after spending 27 months in Cameroon, serving in the Peace Corps.

Bennett Amador (MS 2009) graduated in May 2018 from Holy Cross with a degree in Economics.



David Andersson (UE 1999) is an artist and had his first solo exhibition of paintings and sewn creatures last spring in Kingston, NY. Montessori Teachers Kathy Allen and Gerry Leonard attended the show's opening! Also in attendance was Alumni family Marvin, Niki, and Austin Schweitzer.



Meaghan Wheeler Almeida (UE 1996) Alum and former Assistant and Teacher at our School, is an Upper Elementary teacher at Quest Montessori School in Narragansett, RI. Meaghan and her husband Dan welcomed their first son, Mason Kelliher, in May 2017 and their second son, Wheeler Charlie, in July 2018. Mason is in the Toddler class at the school where Meaghan teaches.

Emily Bennetts (UE 2003) is currently living in Brooklyn and working on her MSEd at Bank Street Graduate School of Education.

Joaquín Brasher (MS 2016) has had numerous showings of his artwork.



Ingrid Crumpton (UE 2010) finished her freshman year at Lafayette College, where she made the Dean's List. She is majoring in neuroscience. She is working on her EMT certification and coaching and playing lacrosse. Ingrid serves as the secretary for the Lafayette Lacrosse Club, where she also plays.

Isa Crumpton (LE 2010), made the Principal's Honor Roll her freshman year at Weston High School. She played varsity field hockey and lacrosse this past year.

Biz Fay (UE 2013) worked at camp at Weeburn in Rowayton this past summer. She had a mini Montessori reunion at the Pritchard's. Biz is completing her last year at Staples this year.

Henry Fay (MS 2010) is working at Oracle in Austin, TX after having a US touring trip with two other Montessori School Alums, **Bennett Amador (MS 2009)** and **Quinn Ferguson (UE 2008)**.

Meg Fay (MS 2011) worked long days waiting tables this summer and doing an internship at the Granola Bar in Westport. She is going into her junior year at Vanderbilt this fall and is studying psychology.

Briana Haynie (UE 2002) currently lives in Los Angeles and works as a video editor and comedy writer. She recently had her first humor piece published in The New Yorker this past July—a satire about the state of health insurance in our country called *The MacMillans Announce the Engagement Of Their Daughter To A Man With Really Fantastic Health Insurance*.



Sam Hough (UE 1999) and Kate Hough welcomed Lane Grace Hough on November 25, 2017. Her parents and her aunt and godmother, **Grace Hough (UE 2001)**, are tickled pink. Lane and her dad celebrated her first Oktoberfest with a visit to see **Gordie Whelpley (UE 1999)** at Stony Creek Brewery.

We are delighted to welcome **Hannah Leonard (UE 2001)** back to our School as the Lead Teacher in our second Toddler class opening for the 2018-2019 School year. Hannah started her Montessori journey as a student in our Toddler class and completed our program, graduating from Upper Elementary. She comes to us from The Montessori at Flatiron in New York City where she was Lead Toddler Teacher for five years, and worked as Assistant to the Director of Training at The Montessori Training Center Northeast in NYC.



Ethan Pritchard (UE 2013) and **Will McCall (UE 2013)** enjoyed teaming up in June to assist at the School's Labyrinth Summer Sports Program. As students, they played together on The Montessori School Labyrinth Soccer Team and are now esteemed rivals on the field as rising varsity soccer captains—Ethan at Hopkins and Will at Greens Farms Academy.

Daniel Pasettiner (UE 2006) spent the summer hiking the Pacific Crest Trail.

Isaac Pasettiner (LE 2012) is at Conestoga High School.

Matthew Pasettiner (UE 2010) is at Rochester Institute of Technology majoring in Game Design and Development

Bella Pisano (MS 2011) writes, "This summer, I interned with Epic Records, a music label owned by Sony Music Entertainment. This fall, I will be entering my senior year at the University of Miami—majoring in marketing within the business school, with minors in business law and music business."



Aadit Rajangam (MS 2017) delivered a presentation about the economic impact of artificial intelligence on the US and UK economies as his Capstone project at the World Perspectives Symposium at Greens Farms Academy this past spring.

The Sang family moved to Princeton, NJ. **Marcus Sang (UE 2014)** will be attending The Lawrenceville School as a junior. He continues to play hockey and spent a few weeks this summer in Ecuador with the ME to WE organization building a school in Chimborazo.

Xavier Sang (UE 2014) graduated from grade 8 with excellence and was the recipient of the Academic award for his class. He will attend The Pennington School where he intends to play varsity basketball and run track. He spent the summer at Duke & PGC basketball camps.

Rowen Sang (P 2014) finished his first year in Upper Elementary at Clanmore Montessori School. He will be attending The Cambridge School in Pennington, NJ in the fall. Rowen is an avid hockey player, golfer, an artist and a joke-teller!

John River Silvan (LE 2017) completed three weeks of sleepaway camp at Farm and Wilderness in Vermont, which served as a very natural place for a Montessori kid to spend serious time. This was his second year. John River spent lots of time at the waterfront and climbing rocks of all kinds. He made some real pals and is already planning which cabin he wants to be in next year.



Bradley Steele (LE 2017) vacationed this summer on the Alaskan Kenai Peninsula.

The 6th Year graduating **Class of 2013** held their annual mini-reunion in June. They gathered on a lovely warm and sunny day at the McCall's house for a pool party, and to talk, laugh, relax, hang out, and catch up with each other. A good time was had by all! Attendees, from the left: **Joaquin Brasher, Saira Munshani, Sara Kranzlin, Isabel Vlahakis, Nicole Farber, Biz Fay, Lauren Seto, Athletic Director Jason Brasher, Niall Sheridan, Ethan Pritchard, Will McCall** and **Dilan Patel.**





Enrichment Staff development work deepens and broadens individual and collective perspective, performance and expertise. Professional opportunities supplement and inspire our Staff at every level and benefit our students, classrooms and our School community. Here we share just a few...

The annual MSC Day was October 27, 2017 at Washington Montessori School in New Preston, CT. MSC is the professional organization of accredited (AMI and AMS) Montessori schools in Connecticut. The conference was attended by our teaching staff and academic leaders.

Hans Bulteryst, Meg Drake, Ashley Grob, Jennie Paragarino, Lisa Potter, and Nandini Seetharam attended Development of the Young Reader and Elementary Literary Workshop, at the Montessori Training Center Northeast, Hartford, CT.

Jen Cort, renowned educational consultant, spent a day on campus working with students and Staff. Through group discussions and activities she addressed issues of diversity, equity, technology and identity. Engaging with the parents, Jen led a workshop focused on the new paradigms of parenting in today's world.

Meg Drake, Learning Specialist, presented Neuroscience and the Montessori Method Workshop to member Montessori schools of the Maine Montessori Association.

Susana Weyer, Spanish Specialist, presented at Connecticut Association of Independent Schools (CAIS) "Bringing Geography & Mapping Strategies into the Language Classroom" foreign language conference at Greens Farms Academy in Westport, CT.

Hannah Ford, Fabi Jarrin, and Jennie Paragarino attended the Guiding the Primary Writing Process conference/workshop at the Montessori Training Center Northeast, Hartford, CT.

In April, the Advancement Team comprised of **Beth Flavin, Ashley Grob** and **Lorien Saumier**, attended the CAIS Commission on School Advancement's Annual Spring Conference at Quinnipiac University, Hamden, CT.



Notes

Welcome This year marked **Lisa Potter's** first year as our new Head of School. Lisa joined the Staff in 2008 and served as the Director of Development and as an integral part of the School's Advancement Team for almost a decade.

As our School grows we had the pleasure of welcoming new Staff members in 2017-18 in many different roles: **Hans Bulteryst** (Office Manager), **Dave Dominici** (Facilities Manager), **Beth Flavin** (Communications Director), **Hannah Ford** (Primary Lead Teacher), **Jane Jessep** (Music Specialist), **Lyndsay Mayer** (Nappers & Late Day Associate), **Jennifer Moore** (Primary Assistant), and **Nandini Seetharam** (Upper Elementary Lead Teacher). Additionally, **Ashley Grob**, after 21 years as a Primary Lead Teacher, assumed a new role as Admissions Director and Toddler/Primary Program Leader.

Farewell We offer gratitude, and best wishes to Staff members who have positively and meaningfully impacted our School, our community and our hearts each day and over the years they shared with us. **Charlene Blount, Vicki Crumpton, Suzie Ettie, Lisa Fay, Ruth Hurwitz, Jen Rodriguez, and Terry Ullman** each played an important and unique role in our School and in our lives and we offer thanks for your dedication and wisdom.

Staff



Rising College Scholars: Our Spring Interns

Beginning in May, for several weeks, we were fortunate and excited to have two graduating Wilton High School seniors interning at The Montessori School. Jonah Hirsch, an Alum of our School, and Devin Moore, daughter to Primary Assistant, Jennifer Moore, joined our community through The Wilton High School Senior Internship Program, one of the many ways our School engages in ongoing collaboration with the broader community.

The interns were welcomed by the students and Staff and immediately acclimated and integrated into our community and daily life. Following a morning of orientation and observations, the next day they jumped right in to help with Grandparents' Day! Jonah was outside bright and early donning a Montessori t-shirt and helping Dave, our Facilities Manager, park cars. Devin introduced herself, and alongside the parents and Staff, rolled up her sleeves and helped set up, clean up and serve the extensive hospitality for our guests.

With Jonah in Elementary and Devin in Primary, both students observed, helped in the classrooms with students and worked on different projects in the classrooms and through the School. They were involved with Elementary Field Day, Graduation, the Summer Sports Program, and were invaluable with helping the Teachers close their classrooms at year end. We were thrilled to connect with these college-bound high school seniors and offer a fun and educational experience!

"My favorite part of the experience this spring was seeing what makes a Montessori student unique. The children I worked with were independent, polite, and very bright for their ages. It was really cool to see how the method contributes to a child's sense of self and independence."

—Jonah

At Montessori, the children are all working on different things and they are doing it on their own, the only time a Teacher is assisting is when a lesson is being taught. I was amazed at how bright and capable the students were.

—Devin

JONAH:

College: Dartmouth College

Area of Study: Government with interests in education and the environment

Interests: Plays guitar and clarinet, ran cross country, and is interested in Ultimate Frisbee

Experience: Wilton Children's Theater and coach for middle school rec basketball

Observations: "My favorite part of the experience this spring was seeing what makes a Montessori student unique. The children I worked with were independent, polite, and very bright for their ages. It was really cool to see how the method contributes to a child's sense of self and independence."

Reflection: I definitely attribute two places to my levels of maturity and academic progression throughout grade school, one of these being Montessori (the other being my summer camp in Maine, which I attended for eight summers).

DEVIN:

College: Elon College

Area of Study: Marketing and psychology and possibly finance

Interests: Ran cross country and track, interested in club sports, plays lacrosse

Experience: A student chair for Unicef in Wilton, part-time work at a bridal store

Observations: My favorite part of the internship, besides hanging out with kids all day, was watching how independent the students were. I went to public school all of my life and everyone in the class works on the same thing, and almost everyone moves at the same pace. At Montessori, the children are all working on different things and they are doing it on their own, the only time a Teacher is assisting is when a lesson is being taught. I was amazed at how bright and capable the students were.

Reflection: I have always loved babysitting and thought about possibly teaching preschool and this internship allowed me to spend time with kids of different ages and see them learn and progress. I could not have had a better internship experience and I would strongly recommend to anyone who loves kids or is considering going into education to intern at a Montessori school.

Who We Are

Vital Statistics

The Montessori School

34 Whipple Road

Wilton, CT 06897

203-834-0440

email:

info@themontessorischool.com

web:

www.themontessorischool.com

Accreditation

CAIS Connecticut Association
of Independent Schools

AMI Association Montessori
Internationale



The Montessori School is a vibrant learning community supporting and guiding the growth and development of children 14 months through sixth grade. The School is a non-profit serving children and families in the greater Fairfield County area of Connecticut since 1964.

More than an approach to education, the Montessori philosophy is an approach to life and learning and supports the natural tendencies of human development. Current studies in brain development, technology, and social innovations compliment and reinforce Dr. Montessori's work, research, observations and methods.

The School provides a strong academic foundation. Our curriculum cultivates intellectual curiosity and subject mastery through experiential and personalized learning, naturally woven into each individual's social, emotional and physical growth. Through Montessori's integrated and holistic learning approach, students attain independence, inner discipline and peace in an environment that nurtures confidence, competence, academic excellence, self-esteem and integrity.

We model and uphold social stewardship through equity and respect. Outreach and community service are integral to our program and students are inspired to live responsibly, passionately and compassionately in the world.

Work extends through meaningful interaction with the earth and outdoors on campus and beyond. The Specialist Program complements the curriculum offering art, music, physical education, foreign language, intermural sports and After School Programs. Learning Specialists are on-site to support students.

Children remain in the same classroom for three to four years at each level in a learning environment designed for intellectual, social, emotional and physical success.

Students achieve mastery of the academic curriculum and age-appropriate social and cultural responsibilities and develop as naturally confident peer leaders. The School is a joyful, diverse, and family-oriented community and values the partnership that grows, strengthens and thrives with families committed to our School's mission, philosophy and approach to education.